

Present Status of English in Rajasthan: A Factual Study

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Abstract:

Present paper is describing a factual data based status of education in the state. As we see the education scenario in Rajasthan, it has improved its position in ranking from second last to seventh among states territories in India. The state government is endeavoring to achieve the objective of total literacy in the state through various programs. The early expenditure in every academic year is increasing by leaps and bounds, still we are far from the goal of likely outcomes. After expending millions of money on education the state of affairs of government schools is most awful. The paper tries to touch every aspect of the present situation of education especially the miserable condition of English Language teaching in the state.

Key words: Second Language, RTE, CAL, Sarva Shiksha Abhiyan, DISE.

Present Situation of Education in the State: Since the Right to Education Act came into force in India; lots of discourses have been focused on every aspect of education – from teachers to infrastructure – needed to accomplish the mammoth task of providing education to every child of the country. In Rajasthan also, administrators as well as policy- makers have time and again laid stress on all the pertinent components of child education –enrolment, availability of schools within easy reach of children, appointment of sufficient number of teachers and particularly, the infrastructure needed to facilitate the implementation of the RTE Act in the true sense .

The chart on this page is intended to give an idea of the number of schools in this region in 2007:

Table 1

S. No.	District	Primary Schools	Upper Primary Schools	Secondary Schools	Senior Secondary Schools
1	Alwar	3,885	-	187	110
2	Jaipur	2,905	1,460	244	155

3	Dausa	920	-	80	42
4	Sikar	1,695	843	162	98
5	Jhunjhunu	1,343	1,053	495	273

(Source – Patrika Year Book, Jaipur: Rajasthan Patrika Pvt .Ltd. 2007)

In present there are 13,755 secondary schools in state .In these schools 8,837 are secondary and 4,418 are senior secondary schools. The number of students appearing in class XII RBSE is swelling every year. This year (2014-15)total of 8.27 lakh students (regular) have registered for board exams including 5.74 lakh in Arts , 1.76 lakh in Science and 61, 738 in Commerce stream. In these schools there is a large list of second grade teachers and lecturers to teach these students. Above it there are a dozen of officers like District Education officer; Block officers etc. all are here to improve the standard of education. Let's we see some examples –

In the state in 2014-15 yearly expenses on secondary education are in millions .In last

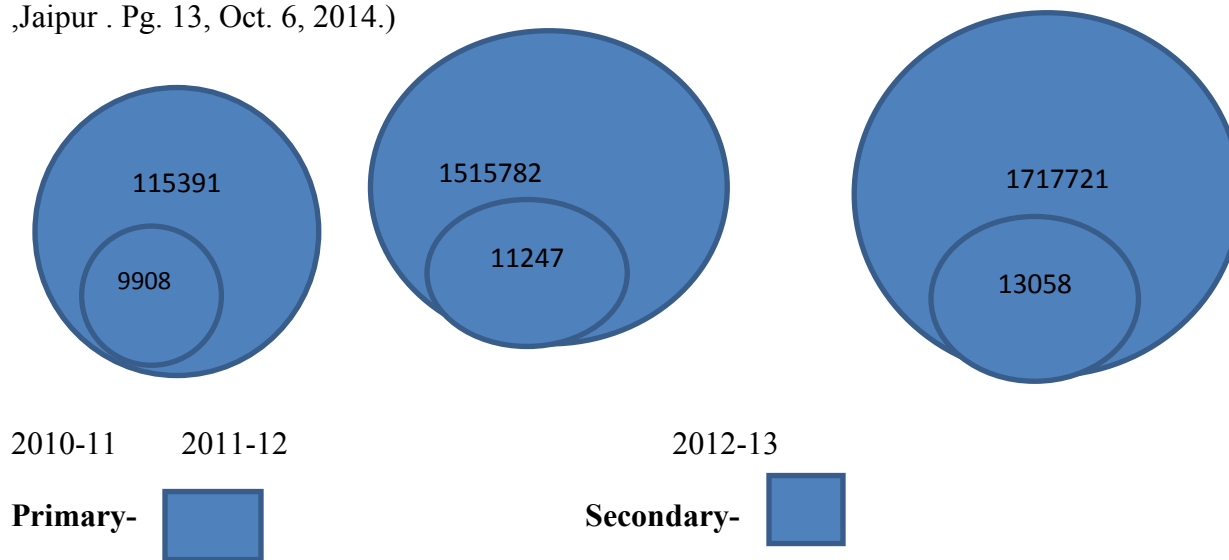
economic year (2013-14) in these schools 1, 40,731 lakh rupees were provided to different schemes. After expending millions of money on education the state of affairs of government schools is most awful in the state. In the merit list of 10th class out of 108 students on 15 positions, only one student was from government school. Before it, in the result of 12th class (Arts, Science and Commerce), none could have got its position in the merit list. In commerce only one and in arts only two girls could got their position in merit list. It is the worst performance of RBSE Board up till now.¹

The Government has decided 11924.97 corer rupees for Primary – Secondary Education in this budget and it is increasing by 100 corers every year. Let's have a glance on this:

Table 2

Year	Primary Education	Secondary Education	Yearly Expenditures
2012-13	7427.36	4497.61	11924.97
2011-12	6689.97	3937.70	10627.67
2010-11	5850.06	3435.40	9285.46

(Source: The Increasing Expenditures on Education in Rajasthan (in corers), Dainik Bhaskar ,Jaipur . Pg. 13, Oct. 6, 2014.)



(Source: Per -Student increasing expenditure on students in Rajasthan (in corers), Dainik Bhaskar, Jaipur. Pg. 13, Oct. 6, 2014.)

The teachers of government schools are getting average 40 to 70, 0000 rupees per month, and some are getting more than this amount. And the fact is that there are 142 schools in state where none has been admitted to teach with the staff of 252 teachers. In some schools there is the staff of five teachers to teach only three students and opposite it 7216 schools are run by only one teacher. They only come to read newspaper and to spend their time in working hours. The scene is no difference when it comes to primary education. Hundreds of schools were upgraded by the state government in last four –and –half years from primary to upper primary and upper primary to secondary level. However, most of the schools face shortage of teachers and basic infrastructure. In the last one year alone, students or local residents forced 237 incidents of school shutdowns to protest the lack of teachers.

“There are many schools where teachers are not qualified to teach class 9, added to

schools after they were upgraded. Around 60,000 teachers retired in the last four years but the government is yet to recruit anybody to fill up those vacancies,”² said Prakash Mishra, former office bearer of Rajasthan Teachers’ Union (Shekhawat). He said around 80, 000 posts of teachers at various levels are vacant in Rajasthan in present. The actual working days are 150 days in a year. The remaining days are celebrated as seasonal, festival, official and weekend holidays. It means that in Government Schools in one semester the teachers get only 5 months to teach in one academic session. For summer brake 45 days, for winter break 7 days , Diwali break for 12 days , 4 days for Teacher’s Association 52 Sunday holiday , 30 to 40 days for festivals , 10 days for extreme hot or cold , 30 days for first or second evaluation and for yearly or half yearly Examination and 20-30 days are wasted for non-academic works . Except this, some leave decided by collector, pre decided leaves of teachers are responsible for the

interruption of teaching. The teachers are not much responsible for the in continuity of teaching because now and then they are busy in non-academic duties e.g. surveys pulse polio, census, child labor counting and some time in invigilation duties in competitive exams. A look of class third to fifth in learning level of the students, Rajasthan stands on 20th number and from sixth to eighth it has its position on 13th in all the states of India. In the attainment of Elementary Education with 238 grades Rajasthan is on 29th number and with 279 grades Chhattisgarh placed at the last position. Tripura is placed at the top position in this ranking. But if we pay attention on results, the teachers are not giving quality Education and the Elementary Education is far behind. The result of this year (2013 -14) of Rajasthan Board Exams is below then 35% in 1643 schools (606 Senior Secondary Schools and 1037 Secondary Schools). If we discuss about the number of meritorious students in last two years are only 8 students out of 273 in 2012-13 and 2013-14. This year in secondary board's result 108 students came into merit list from private schools while we discuss about Government schools only one was related to this category.

Table 3

- **2014: Students in merit from Government Schools:**

Subjects (streams)	Total students	Govt. schools	Private schools
Commerce	14	1	13
Science	23	0	23
Arts	19	2	17
10 th Board	108	1	107

Table 4

- **2013: Students in merit from Government Schools:**

Subjects (streams)	Total students	Govt. schools	Private schools
Commerce	25	1	24
Science	15	0	15
Arts	18	1	17
10 th Board	51	2	49

(Source: Increasing Expenditure on Teachers and Education yet Results are dropping Dainak Bhaskar, Jaipur. Pg. 13, Oct. 6, 2014.)

The dropout rate in Rajasthan at Primary level is 33.22% the facts are very frightening if we see the data of the number of students who reach till twelfth class after taking admission in first class. If in the state 100 students take admission in first class only 54 students would be able to reach in 10th class and it becomes more less till 27 when they reaches in 12th class that is only one fourth in the comparison of first class .The situation of the students who seek admission in higher education is very worst .If 100 students passes 12th class, only 12 % students take admission for Higher Education. In the state if we see according to the ratio of 27 in 12th class, in that situation only 4% students reaches for the Higher Education. The situation of the vacant post of the subject teachers is also considerable in the state .More than one lakh post has been vacant in Government schools .In most of Senior Secondary schools there are no subject teachers. The following table describes the figures:

Table 5

▪ **The Situation of Vacant Posts in Rajasthan**

Subjects	Total Posts	Working in Present	Vacant Seats
Physics	1272	665	607
Chemistry	1292	697	595
Biology	883	433	450
Math	737	236	501
Home Science	450	192	258
Commerce	2907	1181	1726
Hindi	6783	3121	3663
English	4452	2015	2437

(Source: Vacant Posts in different Subjects in State, Dainak Bhaskar, Jaipur. Pg. 13, Oct. 6, 2014.)

The unification of government schools resulting in closure of 17129 institutes in the state is an unplanned move by the government and in some cases it is a violation of the Constitution. Elementary schools located in rural areas come under the Panchayati Raj System and as most of these schools are merging with or senior secondary schools they will now come under the purview of the education department.

1. According to Teacher's Association this move is unconstitutional and violation of the 73th amendment.
2. The government is also disregarding Article 350 (A) which says students of linguistic minorities have a right to study Primary Education in their

mother tongue. Prakash Mishra ,spokesperson of Rajasthan Teachers' Association has added that " The state has merged Urdu , Sindhi .and Gujarati medium schools in to Hindi medium one's making the students of these communities avoid the study in their mother tongues ."

The new Rajasthan Government has closed 1,71,29 schools in the case to merge the schools. In these 1,71,29 schools 1,49,67 are Primary schools, 2139 Upper Primary Schools and 23 Secondary schools. These schools are merged in 3856 Senior Secondary Schools , 7074 Secondary schools, 1709 Upper Primary Schools and 897 primary schools it means these (1,71,29) schools are merged in 1,35,36 schools . The government is also merging 3,000 girls' schools into co-ed schools which will likely to increase the dropout among the girls of the state. In the state the position of academic and non-academic's vacant post in Secondary Education is thought rendering. The accepted posts are 1, 87,641 for secondary Education, in which 71,173 posts related with different departments, are vacant.

Table 6

S.N.	Post	Vacant
1	Principal	1842
2	Headmaster	3600
4	Lecturer	17207
5	Senior Teacher	19946
6	Third grade Teachers	6060

(Source: 71 thousand vacant posts in Secondary Education, Daily News, May 22, 2014.)

To improve the quality Education Evaluation of the students The Education Minister and Panchayti Raj Minister are paying attention. In these vast and continuous process primary schools, Upper primary, secondary and senior secondary schools of nine blocks from 74 block of the state have been included. In this process of evaluation in next 2 years all the schools of the state will be included .There is a lack of seriousness in performing ‘Sambalan Abhiyan,’ ‘Reading Abhhiyan Programme’, ‘Quarterly Education Evaluation ‘ School Inspection Programme are not going to be performed properly and seriously.

As we see the education scenario in Rajasthan, as per the 2001 census, Rajasthan has recorded literacy rate of 61.03%, which is 22.48% higher than 38.55% recoded in 1991. Rajasthan has improved its position in ranking from second last to Seventh among states territories in India. The state government is endeavoring to achieve the objective of total literacy in the state through various programs and schemes like District Primary Education Programme (DPEP), Project ShikshaKarmi Project etc. The main educational programme which aims to achieve universalization of elementary education is through the ‘Sarva Shiksha Abhiyan’ for which government of India contributes 75per cent and the state contribution 25per cent.

Status of English in Rajasthan: The results of various study groups, review committees and researches reveal that the standard of English teaching and learning in India are not satisfactory. In Rajasthan also the conditions are far from satisfactions despite the efforts are being done on a large scale. The position of English in Hindi speaking states like Rajasthan,

where English is studied as a second language, is very miserable and pathetic.

In her one tour to Bharatpur district, the C.M. Vasundhara Raje expressed her anxiety about the educational system that “the students of 5th class don’t know even to speak Hindi and table .Further she said that the student’s spoken skills of English Language is far behind and away from the knowledge of computer .The situation is discreditable after spending 25 thousand yearly on one student”.³

Results of a survey done in Rajasthan regarding the acquisition of English Language: The result of a survey done in class fifth in 4,020 government schools on 26,400 students in different district of Rajasthan. “The students studying in fifth standard in different government schools of Rajasthan, 45 % of them have a very weak performance in English. They could neither solve any sum of math nor understand English language. Out of 26,400 students only 42.61 % were average in English”.⁴ Out of 33 districts Jaipur stood on 12th number. The students of Junjhnu, Sikar, Bikaner, Gangananar, Nagaur, and Barmer district are more forward then others in knowledge of English. This survey is recently done by SIERT initiated through Rajasthan government. Barmer district remained on first place with 57.45% at the knowledge of English language and Sikar ranked on second position. Banswara district placed in the last among the state.

Table 7

S. No.	District (in Rajasthan)	Place in Acquisition of English	S. No.	District (in Rajasthan)	Place in Acquisition of English
1	Jhunjunu	57.12	18	Bundhi	39.11
2	Sikar	55.33	19	Tonk	37.62
3	Bikaner	47.92	20	Dausa	45.63
4	Ganganagar	48.95	21	Kota	40.79
5	Naguar	53.58	22	Jahalawar	44.98
6	Barmer	57.45	23	Jalor	42.06
7	Jaipur	45.22	24	Ajmer	37.53
8	Karoli	47.19	25	Paratapgarh	38.08
9	Baran	49.67	26	Udaipur	34.65
10	Hanumangarh	49.56	27	Sirohi	38.15
11	Jaisalmer	44.98	28	Alwar	30.48
12	Sawaimadhopur	43.66	29	Dungarpur	40.25
13	Chittorgarh	47.47	30	Bhilwara	36.18
14	Dholpur	40.50	31	Pali	28.64
15	Bharatpur	41.02	32	Rajsamand	28.51
16	Churu	41.12	33	Banaswara	28.51
17	Jodhpur	35.85		-	-

Total % - 42.61%

(Source: The students of Jaipur District are not ranked even among top five, Dainik Bhaskar, Jaipur, December 8, 2014, Pg. 08.)

The situation in rural area regarding the acquisition of English language is very poor. State government schools continue to register negative growth in English language learning levels in reading and comprehensions- from 2006. The annual Status of Education Report , 2014 tabled in

New Delhi says that the share of class V government school students who can read class II text, which was 59% in 2006 has reduced to 39% in 2014. The shocking finding of this survey is that 60.7% of class I students can't even read a letter forget about a word. In Class III, 15.3% students cannot

read letters and only 28.9% can read only letters. It further says that 46.7% of class V students cannot read Class II text. In 2010, 80.5% students in class II were reading letters, which has reduced to 56.2% in the year 2014. The next component of learning level is comprehension, in which the performance of state schools is shameful. Figures say that 57.4% Class VIII students cannot read easy sentences, only 57.8% can

tell the meaning of those sentences. In Class V, only 84.6% students are not competent enough to read and understand easy sentences. With such poor learning levels, one can estimate the disastrous situation of English Language in the state. The per cent of children by class and reading level in all schools in Rajasthan (2014) has been labeled in the following table:

Table 8: Reading Level of student's in Rajasthan:

Std.	Not even letter	Letter	Word	Level I (Std. I Text)	Level I (Std. II Text)	total
1	60.7	27.4	6.1	2.8	3.0	100
2	31.2	38.5	15.0	6.6	8.6	100
3	15.3	28.9	18.2	16.4	21.2	100
4	8.0	17.5	13.2	19.1	42.3	100
5	5.4	14.6	13.2	20.2	46.7	100
6	2.7	7.6	7.5	16.0	66.2	100
7	1.6	4.8	5.9	14.8	73.0	100
8	0.9	3.7	3.9	11.0	80.5	100
Total	16.5	18.4	10.5	13.3	43.3	100

(Source: Learning levels all time low in Raj Government schools, says survey, Times of India, January 14, 2015, Pg. 2.)

The performance of Jaipur in learning outcomes are slightly better than the rest of the state in some parameters while in others it's far behind the state average. "Jaipur's 51% of the children in standard 5 could read standard 2 level text books and 25% could read simple sentences in English. Whereas, 46.7% of class V grade students could read class II text and about 23.6 % could do division while 26.7% could read simple letters."⁵ The disappointment is that the medium of instruction for 97% of the children studying in government schools is Hindi. Rajasthan ranks third from the bottom in the country as far as computer aided learning (CAL) and library facilities in government schools are concerned. According to figures released by District Information System for Education (DISE), only 11.65 % government schools have computer –aided learning which is much less than the national average of 22.18 % .When it comes to library , only 59 .71 % schools have it against the national average of 76.13%The absence of computers and libraries in 90% of state government schools explains the reason behind the learning level of English language from the primary classes .The sorry state of affairs shows the declining learning levels among the students.

Table.4

Lagging Behind:

States	Schools having CAL	Schools having Library
Rajasthan	11.65%	59.71%
Gujarat	71.83%	92.04%

Punjab	70.03%	94. 84%
UP	16.22%	72.45%
MP	18.20%	80.31%

(Source: **“Most government schools in Rajasthan lack computer, library”** Times of India, Monday, July7, 2014.Pg.)

The state has 84,661 schools catering to 85.54 lakh students. Even after the Right to Education (RTE) in place, the poor condition of government schools shows that Rajasthan will take years to come at par with other states .Even the percentage of schools with CAL in neighboring states is much higher. Punjab has a CAL figure of 70.03% while Gujarat and Haryana have 71.83% and 44.04%, respectively. The schools which have CAL are those which are located in the big cities or towns. In the rural areas, the numbers are almost negligible. Government had introduced computer education in schools barring primary ones but has no report on result. State government gave three computers each in upper primary schools from class 6 to 8 under Sarva Shiksha Abhiyan but without any agency to handle the teaching. Studies have shown that three computers were not enough to cater to three classes which mean that one student may get a chance once in a week to attend computer classes. The worst is that state's 47,389 primary schools don't have computer at all. The computer education in state's school begins from upper primary. That means 60% of our students and schools are out of the ambit of computer education. In classes X and XI, the CAL is introduced with the help of private IT companies. Some of them are discharging their corporate social responsibility while others are in

MoU with the state government. The poor performance in CAL can also be explained

from the fact that state's 50% schools don't have electricity. That means over 42,000 schools in the state have no access to electricity and no computer education.

.....And if we pay attention on the results of these students only 4.40% have got 80% marks or more than it .This survey presents a very horrible picture of the standard of English at the primary level. The situation is thought rendering in the words of Ghanshyam Arya, HoD, Research Center, SIERT that, the standard of the student of 5th class in the acquisition and understanding of English, reading, writing and speaking skills is very considerable .⁶

Some examples describe the low learning level of students and increasing Drop-out in schools: We can see one example of Rajsamand district which has been registered lowest basic learning levels among students in Rajasthan in the last five years the percentage of students who are out of schools has increased from 2.6% in 2009 to 5.2% in 2013.As per the Annual Status of Education Report ,widening pupil-teacher ratio, poor quality of mid –day meals and no water facility are prevalent in majority of schools . The lack of these facilities causing increasing drop-out in schools, widening teacher- student ratio in government schools.

% of students of class 3to 5 who can		% of students of class 3 to 5 who can		% of children of age 6 to 14 who	
Read class I level text		Do subtraction		Are not enrolled in any school	
2009	2013	2009	2013	2009	2013
57.8	53.5	41.3	27.8	2.6	5.2

Educational Status in Rajsamand district: % of students of class 3to 5 who can:-

Table 9

(Source: Rajsamand kids ‘learning level hits new low, Times of India 15th April, 2014 Pg. 4)

Here (in this state) the high school course in English falls roughly into three main stages: the primary, the middle, and the high. The early stage begins with hearing and speaking practice, leads on to reading (mostly oral), and thence to writing. The language lessons are drawn up on a grammatical plan, but little or no theoretical or formal grammar is taught. In the middle stage the language teaching centers largely round a book reading, which supplies most of the matter for speech and writing. Rapid silent reading is practiced, written work is developed and definite instructions in practical grammar are given. In the high stage the text is still the center of instruction, but the study of language becomes more critical both as regards its structure and the meaning and use of words.



English language is taught up to the high school at two levels. In the English medium schools, which are few and far between: English is introduced to students from the very beginning of their schooling and it is also the medium of instruction, while the teaching of English, in Hindi medium Schools which constitute the majority, comes into existence as a compulsory subject from the sixth standard. But now it is taught from the first standard, earlier it was from the third standard in Hindi Medium Schools. Of the two, students educated in the English Medium Schools, have better proficiency in English. The same is true about the students educated in metropolitan cities. The fact is that in the Hindi Medium schools where the students face the English subject first time at sixth standard, third or first standard think it very difficult subject and they don't take interest in reading and writing English. They start learning English from the very starting point of alphabets at the sixth class; this is the main reason that they have many drawbacks in learning English. At senior secondary level there are two compulsory subjects, such as general Hindi and general English (as second language). There is also the optional subject of English which provide the extra knowledge about the English language and literature. Both the papers can be studied by the students but the general English is necessary for all the students. English literature is treated as an optional subject at under graduate level and English language is one of the four compulsory subjects of foundation course, and other three are General Hindi, Elementary Knowledge of computer and the paper related with environment.

In spite of the increasing number government schools teaching of English

language in our curriculum is in a chaotic state today. It has been estimated that students hardly know few words by the time; they do not know how to use the commonest structure of English. Students are not found to be competent in English because of the lack of skill-oriented teaching. A student passes his/her higher secondary examination without scoring any remarkable proficiency. They obtain only passing marks which is 33%. They mispronounce most of the word and hesitate to speak even the simplest word. Some of the causes of the deterioration in the quality of the teaching and learning of English are lack of contact with teachers who speaks English as their mother tongue, unsuitability of the lecture method and a lack of systematic instruction in Spoken English. They don't pay heed on the learning of English language because of the faulty examination system which doesn't insist to read or obtain good command over the second language. The lack of the lecturers and the teachers in the schools and colleges is one of the chief reasons and the remaining teachers who themselves are inefficient in their teaching occupation. This discourages students to learn English. This is because we care more for diplomas than for knowledge. Minute efforts of short period cannot help in the case of learning a language. Language needs constant practice over an extended period and this can be ensured only if examinations are held at frequent intervals. Thus, to make pupil competent in use of the English language, teachers and student should do relevant efforts. Government's policy plays an important role in this field and teachers should be clear about their aims of teaching English. As a result, the students of this region unlike those efficient in English miserably fail to gain what they



deserve. Many a teacher and student face so many difficulties, resulting in numerous types of errors in course of learning English as a second language.

In most of the state competitive examination there is no use of English which further leads to discourage students of learn English. There are certain other factors such as the lack of positive attitude and adequate motivation responsible for the shaky position of English. Finally learner's own lack of interest is much more a responsible factor for being weak in English than anything else. Nida points out that "one of the important factors responsible for the decline of language ability is the "fear of not being really successful in language mastery." These reasons alone are enough to indicate that there is something wrong with the existing teaching and learning system in this area.

Conclusion: After discussing a lot of things regarding the Education and the status of English language acquisition in Rajasthan, we can say that we are not giving even quality Education to the students, the Elementary Education is far behind. In the

Notes and References:-

- [1.] Only one student in merit list after spending 14 million on education. Times of India, June 8, 2014)9.
- [2.] Quantity, not quality, denotes education. Hindustan Times. New Delhi, Tuesday, October15, 2013, Pg. 02)
- [3.] After spending 25thousand yearly on one student, nevertheless, don't know table in fifth standard. Rajasthan Patrika, 12th June, 2014, Pg. 06.

state conditions are far from satisfaction despite the efforts are being done on a large scale. The position of English in this Hindi speaking state, where English is studied as a second language, is very miserable and pathetic. The situation in rural area regarding the acquisition of English language is very poor. State government schools continue to register a negative growth in English language learning levels (reading and comprehensions) - from 2006. The performance of Jaipur in learning outcomes are slightly better than the rest of the state in some parameters while in others it's far behind the state average. There are many reasons behind it like, widening pupil-teacher ratio, lack of teachers, under privileged infrastructures, quality of mid – day meals and no water facility are prevalent in majority of schools. The lack of these facilities causing low level of learning , increasing drop-out in schools, widening teacher- student ratio in government schools. How can we overcome these situations and problems is a question of great discussion?

- [4.] The students of Jaipur District are not ranked even among top five. Dainik Bhaskar, Jaipur, December 8, 2014,Pg. 08.
- [5.] Learning outcome in city schools marginally better than rest of state. Times of India. January 15, 2015, Pg 4.
- [6.] After spending 25thousand yearly on one student, nevertheless, don't know table in fifth standard. Rajasthan Patrika, 12th June, 2014, Pg. 06.

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